

# About The New England Common Assessment Program

This report highlights results from the Fall 2011 Beginning of Grade New England Common Assessment Program (NECAP) tests. The NECAP tests are administered to students in Maine, New Hampshire, Rhode Island, and Vermont as part of each state's statewide assessment program. NECAP test results are used primarily for school improvement and accountability.



Achievement level results are used in the state accountability system required under No Child Left Behind (NCLB). More detailed school and district results are used by schools to help improve curriculum and instruction. Individual student results are used to support information gathered through classroom instruction and assessments.

NECAP tests in reading and mathematics are administered to students in grades 3 through 8 and writing tests are administered to students in grades 5 and 8. The NECAP tests are designed to measure student performance on grade level expectations (GLE) developed and adopted by the four states. Specifically, the tests are designed to measure the content and skills that students are expected to have as they begin the school year in their current grade — in other words, the content and skills that students have learned through the end of the previous grade.

Each test contains a mix of multiple-choice and constructed-response questions. Constructed-response questions require students to develop their own answers to

questions. On the mathematics test, students may be required to provide the correct answer to a computation or word problem, draw or interpret a chart or graph, or explain how they solved a problem. On the reading test, students may be required to make a list or write a few paragraphs to answer a question related to a literary or informational passage. On the writing test, students are required to provide a single extended response of 1-3 pages and three shorter responses to questions measuring different types of writing.

This report contains a variety of school- and/or district-, and state-level assessment results for the NECAP tests administered at a grade level. Achievement level distributions and mean scaled scores are provided for all students tested as well as for subgroups of students classified by demographics or program participation. The report also contains comparative information on school and district performance on subtopics within each content area tested.

In addition to this report of grade level results, schools and districts will also receive Summary Reports, Item Analysis Reports, Released Item support materials, and student-level data files containing NECAP results. Together, these reports and data constitute a rich source of information to support local decisions in curriculum, instruction, assessment, and professional development. Over time, this information can also strengthen schools' and districts' evaluation of their ongoing improvement efforts.



## Fall 2011 Beginning of Grade 8 NECAP Tests

Grade 7 Students in 2010-2011

## School Results

**School:** Cony

**District:** Augusta Public Schools

**Code:** 1008-2602



# Fall 2011 - Beginning of Grade 8 NECAP Tests

## Grade 7 Students in 2010-2011

### Grade Level Summary Report

School: Cony  
 District: Augusta Public Schools  
 State: Maine  
 Code: 1008-2602

PARTICIPATION in NECAP	Number									Percentage								
	School			District			State			School			District			State		
Students enrolled on or after October 1																		
Students tested	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
With an approved accommodation																		
Current LEP Students																		
With an approved accommodation																		
IEP Students																		
With an approved accommodation																		
Students not tested in NECAP																		
State Approved																		
Alternate Assessment																		
First Year LEP																		
Withdrew After October 1																		
Enrolled After October 1																		
Special Consideration																		
Other																		

### NECAP RESULTS

		School												District						State						
		Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
						N	%	N	%	N	%	N	%													
READING				136	23	17	76	56	29	21	8	6	846	136	17	56	21	6	846	14,031	21	56	17	6	848	
MATH				136	19	14	56	41	35	26	26	19	841	136	14	41	26	19	841	14,013	17	43	21	19	842	
WRITING				136	5	4	53	39	61	45	17	13	837	136	4	39	45	13	837	13,967	7	44	37	12	839	

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Throughout this report, percentages may not total 100 since each percentage is rounded to the nearest whole number.

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



# Fall 2011 - Beginning of Grade 8 NECAP Tests

## Grade 7 Students in 2010-2011

### Reading Results

School: Cony  
 District: Augusta Public Schools  
 State: Maine  
 Code: 1008-2602

#### Proficient with Distinction (Level 4)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student offers insightful observations/assertions that are well supported by references to the text. Student uses range of vocabulary strategies and breadth of vocabulary knowledge to read and comprehend a wide variety of texts.

(Scaled Score 859–880)

#### Proficient (Level 3)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student makes and supports relevant assertions by referencing text. Student uses vocabulary strategies and breadth of vocabulary knowledge to read and comprehend text.

(Scaled Score 840–858)

#### Partially Proficient (Level 2)

Student's performance demonstrates an inconsistent ability to read and comprehend grade-appropriate text. Student attempts to analyze and interpret literary and informational text. Student may make and/or support assertions by referencing text. Student's vocabulary knowledge and use of strategies may be limited and may impact the ability to read and comprehend text.

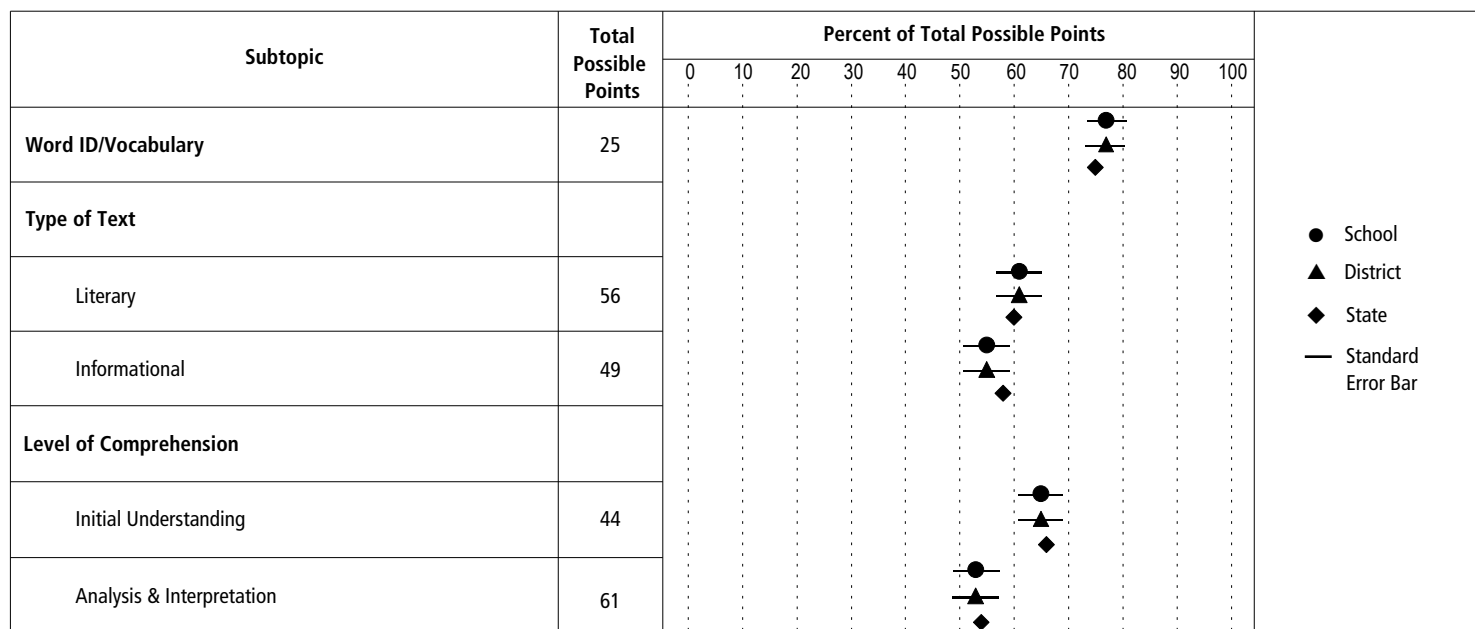
(Scaled Score 828–839)

#### Substantially Below Proficient (Level 1)

Student's performance demonstrates minimal ability to derive/construct meaning from grade-appropriate text. Student may be able to recognize story elements and text features. Student's limited vocabulary knowledge and use of strategies impacts the ability to read and comprehend text.

(Scaled Score 800–827)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
<b>School</b>													
2009-10					15	12	65	53	36	29	7	6	845
2010-11				123	23	17	76	56	29	21	8	6	845
<b>2011-12</b>				136									846
Cumulative Total													
<b>District</b>													
2009-10				141	20	14	77	55	32	23	12	9	847
2010-11				125	15	12	65	52	38	30	7	6	845
<b>2011-12</b>				136	23	17	76	56	29	21	8	6	846
Cumulative Total				402	58	14	218	54	99	25	27	7	846
<b>State</b>													
2009-10				14,101	2,092	15	7,584	54	3,378	24	1,047	7	846
2010-11				13,958	2,341	17	7,783	56	3,096	22	738	5	847
<b>2011-12</b>				14,031	2,933	21	7,864	56	2,380	17	854	6	848
Cumulative Total				42,090	7,366	18	23,231	55	8,854	21	2,639	6	847





# Fall 2011 - Beginning of Grade 8 NECAP Tests

## Grade 7 Students in 2010-2011

### Disaggregated Reading Results

School: Cony  
 District: Augusta Public Schools  
 State: Maine  
 Code: 1008-2602

REPORTING CATEGORIES	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students				136	23	17	76	56	29	21	8	6	846	136	17	56	21	6	846	14,031	21	56	17	6	848
Gender																									
Male				68	6	9	36	53	20	29	6	9	843	68	9	53	29	9	843	7,091	15	57	20	8	846
Female				68	17	25	40	59	9	13	2	3	850	68	25	59	13	3	850	6,940	27	55	14	4	851
Not Reported				0										0						0					
Race/Ethnicity																									
Hispanic or Latino				1										1						203	12	60	20	8	845
Not Hispanic or Latino																									
American Indian or Alaskan Native				2										2						107	10	55	23	11	844
Asian				7										7						235	33	44	16	7	851
Black or African American				2										2						373	9	44	28	19	840
Native Hawaiian or Pacific Islander				0										0						10	40	50	10	0	856
White				124	21	17	72	58	24	19	7	6	847	124	17	58	19	6	847	12,968	21	57	17	6	849
Two or more races				0										0						135	20	58	19	4	849
No Race/Ethnicity Reported				0										0						0					
LEP Status																									
Current LEP student				6										6						380	6	38	32	23	838
Former LEP student - monitoring year 1				0										0						18	44	56	0	0	860
Former LEP student - monitoring year 2				2										2						26	58	42	0	0	860
All Other Students				128	22	17	74	58	25	20	7	5	847	128	17	58	20	5	847	13,607	21	57	17	6	849
IEP																									
Students with an IEP				17	0	0	6	35	4	24	7	41	833	17	0	35	24	41	833	2,082	1	33	39	27	835
All Other Students				119	23	19	70	59	25	21	1	1	848	119	19	59	21	1	848	11,949	24	60	13	2	851
SES																									
Economically Disadvantaged Students				74	6	8	44	59	20	27	4	5	844	74	8	59	27	5	844	5,990	11	55	24	10	844
All Other Students				62	17	27	32	52	9	15	4	6	849	62	27	52	15	6	849	8,041	28	57	12	3	852
Migrant																									
Migrant Students				0										0						9					
All Other Students				136	23	17	76	56	29	21	8	6	846	136	17	56	21	6	846	14,022	21	56	17	6	848
Title I																									
Students Receiving Title I Services				0										0						1,368	9	53	30	9	843
All Other Students				136	23	17	76	56	29	21	8	6	846	136	17	56	21	6	846	12,663	22	56	16	6	849
504 Plan																									
Students with a 504 Plan				1										1						401	14	64	19	4	847
All Other Students				135	22	16	76	56	29	21	8	6	846	135	16	56	21	6	846	13,630	21	56	17	6	848

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



# Fall 2011 - Beginning of Grade 8 NECAP Tests

## Grade 7 Students in 2010-2011

### Mathematics Results

School: Cony  
 District: Augusta Public Schools  
 State: Maine  
 Code: 1008-2602

#### Proficient with Distinction (Level 4)

Student's problem solving demonstrates logical reasoning with strong explanations that include both words and proper mathematical notation. Student's work exhibits a high level of accuracy, effective use of a variety of strategies, and an understanding of mathematical concepts within and across grade level expectations. Student demonstrates the ability to move from concrete to abstract representations.

(Scaled Score 852–880)

#### Proficient (Level 3)

Student's problem solving demonstrates logical reasoning with appropriate explanations that include both words and proper mathematical notation. Student uses a variety of strategies that are often systematic. Computational errors do not interfere with communicating understanding. Student demonstrates conceptual understanding of most aspects of the grade level expectations.

(Scaled Score 840–851)

#### Partially Proficient (Level 2)

Student's problem solving demonstrates logical reasoning and conceptual understanding in some, but not all, aspects of the grade level expectations. Many problems are started correctly, but computational errors may get in the way of completing some aspects of the problem. Student uses some effective strategies. Student's work demonstrates that he or she is generally stronger with concrete than abstract situations.

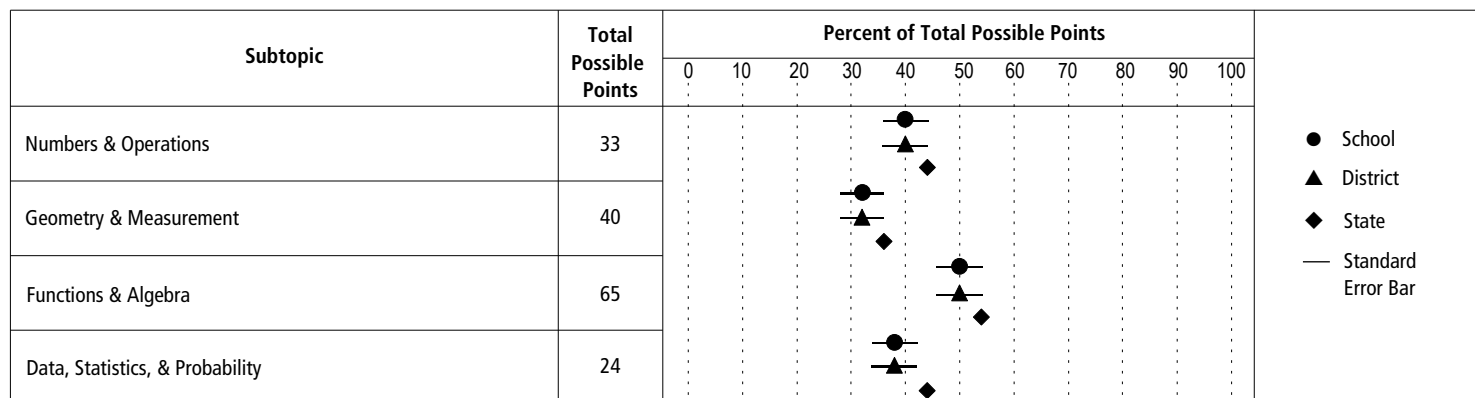
(Scaled Score 834–839)

#### Substantially Below Proficient (Level 1)

Student's problem solving is often incomplete, lacks logical reasoning and accuracy, and shows little conceptual understanding in most aspects of the grade level expectations. Student is able to start some problems but computational errors and lack of conceptual understanding interfere with solving problems successfully.

(Scaled Score 800–833)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
<b>School</b>													
2009-10					13	10	46	37	29	23	36	29	839
2010-11				124	19	14	56	41	35	26	26	19	841
<b>2011-12</b>				136									
Cumulative Total													
<b>District</b>													
2009-10				140	27	19	64	46	26	19	23	16	842
2010-11				126	13	10	46	37	29	23	38	30	839
2011-12				136	19	14	56	41	35	26	26	19	841
Cumulative Total				402	59	15	166	41	90	22	87	22	841
<b>State</b>													
2009-10				14,115	2,283	16	6,119	43	3,019	21	2,694	19	842
2010-11				13,983	2,310	17	5,894	42	3,048	22	2,731	20	842
2011-12				14,013	2,374	17	6,035	43	3,002	21	2,602	19	842
Cumulative Total				42,111	6,967	17	18,048	43	9,069	22	8,027	19	842





# Fall 2011 - Beginning of Grade 8 NECAP Tests

## Grade 7 Students in 2010-2011

# Disaggregated Mathematics Results

School: Cony  
 District: Augusta Public Schools  
 State: Maine  
 Code: 1008-2602

REPORTING CATEGORIES	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students				136	19	14	56	41	35	26	26	19	841	136	14	41	26	19	841	14,013	17	43	21	19	842
Gender																									
Male				68	8	12	27	40	16	24	17	25	840	68	12	40	24	25	840	7,084	17	41	22	20	842
Female				68	11	16	29	43	19	28	9	13	842	68	16	43	28	13	842	6,929	17	45	21	17	843
Not Reported				0										0						0					
Race/Ethnicity																									
Hispanic or Latino				1										1						202	10	39	27	25	839
Not Hispanic or Latino																									
American Indian or Alaskan Native				2										2						107	6	36	29	30	838
Asian				7										7						235	25	42	16	17	845
Black or African American				2										2						375	6	25	26	43	834
Native Hawaiian or Pacific Islander				0										0						10	40	40	20	0	847
White				124	17	14	53	43	33	27	21	17	841	124	14	43	27	17	841	12,949	17	44	21	18	842
Two or more races				0										0						135	16	43	15	27	842
No Race/Ethnicity Reported				0										0						0					
LEP Status																									
Current LEP student				6										6						386	5	21	26	48	833
Former LEP student - monitoring year 1				0										0						18	11	61	22	6	844
Former LEP student - monitoring year 2				2										2						26	38	50	12	0	849
All Other Students				128	18	14	54	42	33	26	23	18	841	128	14	42	26	18	841	13,583	17	44	21	18	842
IEP																									
Students with an IEP				17	0	0	2	12	5	29	10	59	830	17	0	12	29	59	830	2,068	2	15	23	61	831
All Other Students				119	19	16	54	45	30	25	16	13	843	119	16	45	25	13	843	11,945	20	48	21	11	844
SES																									
Economically Disadvantaged Students				74	7	9	27	36	24	32	16	22	840	74	9	36	32	22	840	5,979	8	37	27	29	838
All Other Students				62	12	19	29	47	11	18	10	16	842	62	19	47	18	16	842	8,034	24	48	18	11	845
Migrant																									
Migrant Students				0										0						9					
All Other Students				136	19	14	56	41	35	26	26	19	841	136	14	41	26	19	841	14,004	17	43	21	19	842
Title I																									
Students Receiving Title I Services				0										0						1,365	5	29	34	33	837
All Other Students				136	19	14	56	41	35	26	26	19	841	136	14	41	26	19	841	12,648	18	45	20	17	843
504 Plan																									
Students with a 504 Plan				1										1						400	13	43	27	17	841
All Other Students				135	19	14	55	41	35	26	26	19	841	135	14	41	26	19	841	13,613	17	43	21	19	842

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.





# Fall 2011 - Beginning of Grade 8 NECAP Tests

## Grade 7 Students in 2010-2011

### Writing Results

School: Cony  
District: Augusta Public Schools  
State: Maine  
Code: 1008-2602

#### Proficient with Distinction (Level 4)

Student's writing demonstrates an ability to respond to prompt/task with clarity and insight. Focus is well developed and maintained throughout response. Response demonstrates use of strong organizational structures. A variety of elaboration strategies is evident. Sentence structures and language choices are varied and used effectively. Response demonstrates control of conventions; minor errors may occur.

(Scaled Score 854–880)

#### Proficient (Level 3)

Student's writing demonstrates an ability to respond to prompt/task. Focus is clear and maintained throughout the response. Response is organized with a beginning, middle, and end with appropriate transitions. Details are sufficiently elaborated to support focus. Sentence structures and language use are varied. Response demonstrates control of conventions; errors may occur but do not interfere with meaning.

(Scaled Score 840–853)

#### Partially Proficient (Level 2)

Student's writing demonstrates an attempt to respond to prompt/task. Focus may be present but not maintained. Organizational structure is inconsistent with limited use of transitions. Details may be listed and lack elaboration. Sentence structures and language use are unsophisticated and may be repetitive. Response demonstrates inconsistent control of conventions.

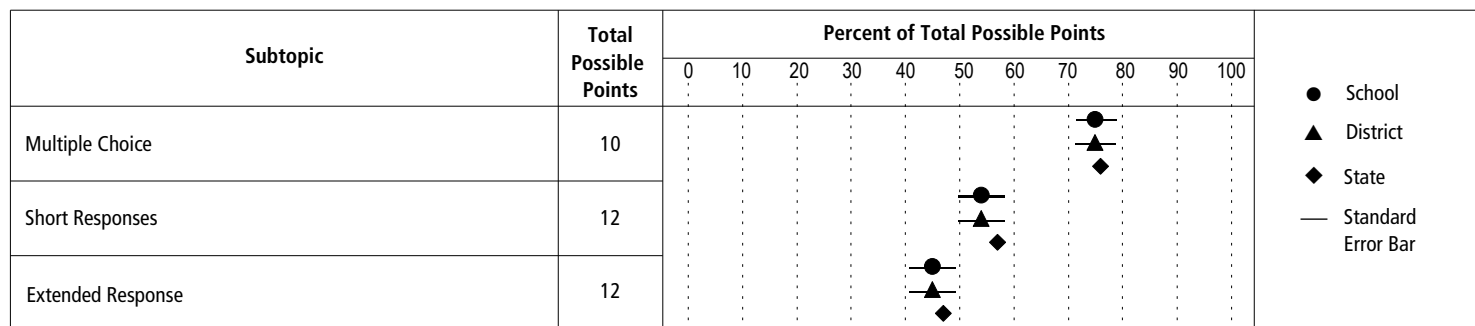
(Scaled Score 827–839)

#### Substantially Below Proficient (Level 1)

Student's writing demonstrates a minimal response to prompt/task. Focus is unclear or lacking. Little or no organizational structure is evident. Details are minimal and/or random. Sentence structures and language use are minimal or absent. Frequent errors in conventions may interfere with meaning.

(Scaled Score 800–826)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
<b>School</b>													
2009-10													
2010-11				124	6	5	58	47	43	35	17	14	839
2011-12				136	5	4	53	39	61	45	17	13	837
Cumulative Total				260	11	4	111	43	104	40	34	13	838
<b>District</b>													
2009-10													
2010-11				126	6	5	58	46	44	35	18	14	838
2011-12				136	5	4	53	39	61	45	17	13	837
Cumulative Total				262	11	4	111	42	105	40	35	13	837
<b>State</b>													
2009-10													
2010-11				13,904	1,035	7	6,332	46	5,179	37	1,358	10	840
2011-12				13,967	963	7	6,116	44	5,175	37	1,713	12	839
Cumulative Total				27,871	1,998	7	12,448	45	10,354	37	3,071	11	839





# Fall 2011 - Beginning of Grade 8 NECAP Tests

## Grade 7 Students in 2010-2011

### Disaggregated Writing Results

School: Cony  
 District: Augusta Public Schools  
 State: Maine  
 Code: 1008-2602

REPORTING CATEGORIES	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students				136	5	4	53	39	61	45	17	13	837	136	4	39	45	13	837	13,967	7	44	37	12	839
Gender																									
Male				68	0	0	21	31	35	51	12	18	834	68	0	31	51	18	834	7,056	4	35	43	18	836
Female				68	5	7	32	47	26	38	5	7	840	68	7	47	38	7	840	6,911	10	53	31	7	841
Not Reported				0										0						0					
Race/Ethnicity																									
Hispanic or Latino				1										1						199	5	35	45	15	837
Not Hispanic or Latino																									
American Indian or Alaskan Native				2										2						107	3	28	50	20	835
Asian				7										7						235	11	51	28	11	841
Black or African American				2										2						368	2	29	43	26	833
Native Hawaiian or Pacific Islander				0										0						10	10	60	30	0	843
White				124	4	3	50	40	53	43	17	14	837	124	3	40	43	14	837	12,915	7	44	37	12	839
Two or more races				0										0						133	7	49	34	11	839
No Race/Ethnicity Reported				0										0						0					
LEP Status																									
Current LEP student				6										6						378	2	23	44	31	831
Former LEP student - monitoring year 1				0										0						18	22	61	17	0	846
Former LEP student - monitoring year 2				2										2						26	15	69	15	0	846
All Other Students				128	4	3	51	40	57	45	16	13	837	128	3	40	45	13	837	13,545	7	44	37	12	839
IEP																									
Students with an IEP				17	0	0	1	6	7	41	9	53	826	17	0	6	41	53	826	2,052	<1	9	43	47	827
All Other Students				119	5	4	52	44	54	45	8	7	839	119	4	44	45	7	839	11,915	8	50	36	6	841
SES																									
Economically Disadvantaged Students				74	2	3	26	35	38	51	8	11	836	74	3	35	51	11	836	5,947	3	32	45	19	835
All Other Students				62	3	5	27	44	23	37	9	15	838	62	5	44	37	15	838	8,020	10	52	31	7	841
Migrant																									
Migrant Students				0										0						9					
All Other Students				136	5	4	53	39	61	45	17	13	837	136	4	39	45	13	837	13,958	7	44	37	12	839
Title I																									
Students Receiving Title I Services				0										0						1,360	3	28	52	17	835
All Other Students				136	5	4	53	39	61	45	17	13	837	136	4	39	45	13	837	12,607	7	45	35	12	839
504 Plan																									
Students with a 504 Plan				1										1						399	3	35	48	14	836
All Other Students				135	5	4	52	39	61	45	17	13	837	135	4	39	45	13	837	13,568	7	44	37	12	839

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.